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Children need warmth, wholesome conditions, and affection in order to mature with good will, love, and respect. The mistakes of parents produce many problems of adults and of the world. There are few problems which cannot be solved if there is good will on all sides. Evidence shows that a child starved of affection is doomed to an emotionally starved life. Young of all animals must have a loving relationship with their mothers to mature emotionally, to set a pattern of attitudes, and to learn socialization. Hostility can be prevented by proper rearing of children during formative years of childhood. Structure of society reflects the structure of families. Four positives should be kept in mind for the welfare and future of society: foundations for healthy growth up to age 6; good parent-child relationships; the provision of good parental models with which children can identify; the need of security, affection, understanding, and respect for the child's personality. The emotionally mature adult is a person of good will, a good spouse, a good parent, and a good citizen.

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REARING CHILDREN OF GOOD WILL
May 19, 1960 Institute

Sponsored by
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Keynote Presentation by
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WHERE HOSTILITY BEGINS

I. Three Basic Points:

Three points are of central practical significance. They are given lip service, but I think not really appreciated. They are recognized intellectually but are not realized.

1. It is really true that as the twig is bent the tree is inclined - that what children go through in their early years shapes their personalities for the rest of their lives.

2. It is really true that the kind of world we have, filled with cruelty and folly, is the result of behavior in adults shaped by their rearing as children.

3. It is true that hate and violence, tyranny, crime and war, are forms of mental and emotional disorder, forms of personality disorder, identical in cause with the neuroses and psychoses. The cause is faulty rearing of children.

We now know what makes a person of good will and what makes hate and cruelty - it all depends upon one major issue:

Here are 2 babies - one will become a mature adult of good will, a good spouse, parent and citizen. The other will be filled with hate and cause only suffering to itself and to others.

Why? Because the first child was so treated by those who raised it that it loved them. The second was so treated by those responsible for it that it grew up hating them. The most basic principle in bringing up children is this: Keep good feelings between the child and yourself. The child is tiny, weak, helpless and uncomprehending. When given love and security, it responds with love and normal maturing. But when it is threatened, helpless as it is in the complete power of its parents, it reacts automatically reflexly with the impulses to escape or fight. Since it cannot escape and cannot fight, it builds up an impotent rage. If the parent means security and happiness, the child loves. If the parent comes to mean domination, frustration, rejection, or any other threat, then the child grows up hating. And this hate soon spreads from the one or other parent to all adults or to all people. The child who grows up hating its parents, for the rest of its life harbors hate to others.

Obviously the causes, the influences which generate hostility in the child are many - any long continued threat, irritation or

frustration. The child needs what the flowers and trees need - warmth, good soil, wholesome conditions, then it matures with good will, love, and responsibility. Too little or too much and it is threatened - over-protection or under-protection, spoiling or deprivation and neglect, domination and control or no guidance when it wants it, and so on.

Tragic mistakes are made, often unknowingly, by well meaning parents. But if the parents are really well meaning, i.e. really have the best interests of the child at heart, the result will never be irredeemable, and it will never be a criminal or criminoid personality, never a real menace to innocent persons or to society.

It cannot be too strongly emphasized that by "fault influences" we are not referring to little, minor, transient frictions in a setting of love and security. We mean huge, gross, extreme faults of omission or commission or both. One juvenile delinquent didn't know who his father was and neither did his mother. Another threatened to kill his father if his father ever came to the home, and he meant it. A series of murderers turned out upon investigation to have been subjected to severe, even sadistic corporal punishment during early childhood. A brilliant student who failed was in unconscious rebellion against his controlling mother's blue-print for his life. What we are speaking of is big and gross and plain for all to see who are only willing to look. If we do not look, we will not see. If we seek, we find. Of course the younger the baby the more vulnerable and hence the less gross need be the injurious influence.

All the many mistakes of parents, all the injurious influences to which young children are subjected, especially during their truly formative years, from conception to about 6, 0-6, produce all the problems of adults and of the world. There is no great problem of the world which cannot be solved if there is good will on all sides.

The problems of school and of the world can be classed into two main groups which are not mutually exclusive.

Because of tensions, generated by bad feelings toward parents or siblings during childhood, a person may have (1) private, personal symptoms such as (a) neurosis, (b) psychosis, or (c) psychosomatic symptoms, while behaving very well toward everyone.

And, (2) he may act out his tensions, in which case we call it a behavior disorder. This behavior may cause suffering (a) primarily only to himself (masochistic behavior), or (b) to his intimates, or (c) as criminal or ciminoid behavior, i.e. as direct anti-social behavior. Criminoid means hostile behavior which remains within the law.

The formula is simple. If the parents so treat the child as to help its normal growth and development, it grows up loving them and becomes an adult of good will.

But, since most children are badly, even atrociously reared, hostile adults abound all over the world. They become the criminals and tyrants. There is such a high percentage of them, they are so

aggressive, so ruthless, so easily organized that they become powerful, they threaten the citizens of good will and drive them into forming police forces and even drive them into wars.

There is no possibility whatsoever of solving the problems of man's inhumanity to man, the problems of crime and crimincids and war, by any form of organization alone. The only possibility lies in seeing to it that a sufficient percentage of children are properly reared so that they mature into their true human nature - productive and of good will.

II. Evidence

Obviously time does not permit a review of all the vast body of evidence from many fields which conclusively establishes the truth of these statements. The evidence comes from (1) clinical observations by practicing psychiatrists and psychoanalysts and also veterinarians; (2) from direct observation of animals by animal ethologists - many of you know Konrad Lorenz's delightful "King Solomon's Ring," and (3) from the experimental psychologists, especially their work on conditioning and on imprinting. I hope most of you have seen Harlow's excellent film on imprinting in monkeys which was shown twice on the TV program "Conquest."

The essential point is expressed with great clarity by folk wisdom: As the twig is bent, so is the tree inclined. The child is father to the man. The hand that rocks the cradle rules the world. And in the words of the Jesuit educator: Give me the child until he is 6 and you may have him for the rest of his life. There are no problem children, only problem parents and situations.

These aphorisms summarize the basic clinical finding of psychoanalysis and of modern dynamic psychiatry: The child he once was lives on in every adult.

You are no doubt familiar with clinical illustrations. Many of various types appear in "Emotional Maturity."

I will therefore go directly to some experimental work with our friends and cousins, the animals.

Howard Liddell at the Cornell Animal Farm has observed twin kids. The one kid stays with the mother goat. The other is placed in an identical room, but alone, without its mother. A few simple things are made to occur simultaneously in both rooms. Lights are flashed on and off, sudden sounds are made - nothing at all harmful. The kid with its mother becomes alarmed, clings to its mother, feels reassured, and adapts to the situation. But the kid that is alone becomes panicked. It has no mother to turn to - No reassurance. And when it is returned to its mother, it has lost its capacity to be mothered! And the mother goat had lost her capacity to mother it! The basic but delicate instinctual relationship, the elemental feelings between mother and child had been disrupted. You can guess the rest. The kid which cannot get into the feelings of being mothered by its own mother cannot get into good feelings with anyone else. The relations to the mother is the model and pattern for all other later relations. When

this interplay of feelings with the mother is disrupted, the mold is broken and the child cannot form other relationships either. This kid was in truth psychotic.

Humans are no different. Perhaps they are even more delicate in their mechanisms of feeling relationships with others. If you go to Eastern Pennsylvania Psychiatric Institute, you can see a ward full of psychotic kids - not goats but children. Their earliest emotional relationships with their mothers or substitutes were disordered and now they cannot get into proper relationships with anyone. I do not mean that psychosis cannot result from other causes also, but as of now, no other causes are known in the physically healthy organism.

The initial need of the child to cling to its mother or, of course, substitutes, is called by the animal ethologists "imprinting." Eckhardt Hess has prevented ducklings from attaching their dependent-love needs to the mother, within the maximum imprinting period, which in ducks is the first few days after hatching. These ducklings grew up unable forever after to properly relate to other ducks, personally, socially or sexually. In humans if the child from birth to the end of its first year cannot properly imprint its mother, in other words, cannot have satisfied its dependent-love needs, then it will have its feeling relationships with others seriously deranged.

René Spitz has a remarkable film called "Grief - A Peril of Infancy." It shows illegitimate babies with their own mothers, happy and thriving, often in surroundings which are far from ideal. At age 5 months they are placed in a foundling home. It is beautiful; it is perfect in diet, routine, medical care - far better than the homes from which the babies came. But there is no mothering - no real love, affection, attention, playing with - as cats and dogs and all mammals caress and play with their young. The imprinting is disrupted at age 5 months. The babies wilt. Some twist up as though with a terrible disease of the nerves and muscles. All lose weight. As many as 20% go down hill until they die - in the most ideal surroundings. They die because of ruptured imprinting, because of starvation of their dependent-love needs.

The psychiatrist sees many children and adults whose dependent love needs were starved - but not quite so early in life, nor so severely. Therefore they have not died and are not psychotic. But they are cut off from proper human relations. They are frustrated and frightened. They are depressed, or alcoholic, or desperate, or dangerous. Their relationships to others are <u>not</u> of love and good will. Not loved properly when they needed it <u>most</u>, for the rest of their lives they cannot love others properly. Until every child is a wanted child, until every child, even if it lose its parents, is given adequate mothering and fathering during its very first months and years, the world will be filled with psychotics, neurotics, criminals, and criminoids.

The child who does not imprint properly in the first months and years of life, that is, the child who cannot attach happily to its mother and father or substitues, who cannot form a good image of them as giving love and security, that child is doomed. And a world that permits enough of its children to be thus starved is playing with its

own doom. A specie which cannot raise its own young properly cannot endure. Man is so superior to the animals intellectually. But is he superior at all, or is he inferior even to the wolves as a spouse and parent and as friend to his own kind?

III. Imprinting and Conditioning.

The two big, crucial points are that the child (1) form an attachment to those who care for it and (2) that it like them, that this attachment be normal and healthy.

There are 3 vital reasons why the young child must have a good loving relationship with its mother just as young animals of all kinds do.

1. It is necessary for maturing emotionally, this being in essence a process of growing from parasitic dependence to capacity to enjoy productivity, responsibility, and giving; obstruction to maturing causes life-long feelings of inferiority, frustration, and anxiety and these generate hostility.

2. The good relationship with mother and with father and other family members sets a pattern of attitudes and feelings which, however overlayed later, persists for life. Who hates his own parents grows up to hate anyone and everyone.

3. Thirdly, the child who is loved and therefore loves, whose parents have so treated it as to keep good feelings for them, this child will learn socialization, that is appropriate, considerate behavior with little more by way of training than patience, guidance and good example; but the resentful, rebellious child, or the child who is somewhat rejected and therefore clings too closely and dependently, the child whose feelings for its parents have been disturbed, such a child will probably be difficult to socialize, a so-called "disciplinary problem," and may well become an anti-social adult.

Besides "imprinting," another term all parents should be familiar with is "conditioning."

You know of Pavlov's "conditioned reflexes." A dog is hungry and given meat and at the same time a buzzer is sounded. This is repeated several times and then when the buzzer is sounded, the dog salivates even though he is not given meat. The meat and the sound are associated in the dog's reaction.

A child is hungry for love and security. If everytime the parent appears, this means love and security to the child, the parent is associated in the child's mind with satisfaction of its deepest needs and the response is pleasure, love, normal development. But if the appearance of the parent is associated with neglect or rejection, or with over-protection or spoiling, or domination or harshness, then the child is "conditioned" by the parent to expect bad treatment and the response is fear and resentment, the biological reaction of flight or fight.

If a sheep is brought repeatedly into a distressing experimental situation, then it reacts against it and against the experimenter, against the whole building, in fact against the whole area. If it is kept in a field nearby, it is found to isolate itself, try to escape, to be hostile to the other sheep. The antagonism to the experimental situation "spreads" to the whole area and disturbs its personal relations with the other sheep.

The child who is subjected to gross unhappiness in its home reacts in the same way - against the parent or parents - against the home - and, outside of the home, with efforts to escape and with antagonism and hostility to other persons.

Now why have I spoken about "imprinting," the forming of the attachment of the young to its parents, and of "conditioning," the shaping of attitudes and response once the attachment is formed? And why have I spoken about our animal cousins?

It is to emphasize the fact that the basic needs of children the world over are the same; that these needs are, in fact, elemental biological needs which are the same in the young of other mammals, and in birds also.

It is to emphasize the fact that in raising young children we are not thinking of abstract psychological theories but of the most elemental human and animal needs. And that when these vital needs are not recognized and properly dealt with by parents, we get all the distortions and warping of personality which fill the world today, all the madness and hostility; and prejudice is only one <u>form</u> of hostility.

Prejudice alone can never be reduced without reducing the hostility which is the fundamental cause. Prejudice is the outcome of many feelings - such as egotism and competition, defense against our own unaccepted qualities by attributing them to others, prestige seeking, failure to identify with others, and personal insecurity - but the important component, the malignant element is the hostility. The hostility comes out not only as prejudice but as the <u>internal</u> personal suffering of psychosomatic and psychological symptoms and as the <u>acting out</u> symptoms of the behavior disorders against family members and against groups and against society as criminoidism and crime, both individual and organized.

Hostility is the great intermediate force in all of the emotional disorders, and for practical purposes we can take it that all emotional disorders are the results of faulty influences upon the child.

IV. Effects:

In this country the psychotics, that is persons so disturbed that they cannot function in society, number about 1 million in mental hospitals (more than all other patients combined) and another million at large. Persons with psychosomatic symptoms form about 1/3 of all medical practice. The classic neuroses are estimated at 5 to 30 million. Alcoholics are estimated at about 5 million. And how many millions unconsciously blight their own careers?

In the category of acting out toward intimates, an indicator is the fact that about 1/3 of all marriages end in divorce or separation.

Considering anti-social acting out, about 3 million children go through juvenile courts annually. About 8 million of our citizens have criminal records. Our biggest cities record close to 365 murders a year, nearly one a day. About 3 million crimes are committed annually.

According to the McClellan Committee's report, the biggest business in the country is not General Motors, it is not U. S. Steel, it is Organized Crime. And of course it cannot thrive without support from many, many persons.

But all these expressions of hostility, resulting as we know it does from faulty childrearing, are utterly dwarfed by the specter of international war using atomic weapons.

V. Prevention: Successful prevention must be directed to basic causes.

Will it surprise you to hear me say that we know the causes of emotional disorders? I have stated them repeatedly already - injurious influences upon the child especially from conception to age about 6, as a slogan, "0 to 6." The child reared with good will matures properly into an adult of good will.

Thus we also know the fundamental cause of war, and I have already stated this too: The world - school, church, government, parents, - has as yet so little knowledge about the rearing of its young and so little interest, that it permits babies to grow up under the most adverse conditions emotionally. So many of these babies are warped in their development that as adults they form a very large segment of the population - easily organized, a constant threat.

Of course every expedient can and should be used to deal with inner personal suffering and with this constant threat of acting out the hostilities. But day-to-day expedients will never touch the cause. The cause is known. It is all preventable by the proper rearing of our children, since like the young of most species, they grow up naturally with good will to their own kind if they are well treated by their own kind during the earliest formative years of childhood.

The behavior of dogs reflects the treatment they received as puppies. The behavior of individuals in society reflects how they behaved or wanted to behave in their homes. The structure of a society reflects the structures of its families.

As to heredity, there is a most deep-seated prejudice in favor of it, but not a scrap of scientific evidence, except possibly for the extremes of schizophrenic and manic-depressive psychoses. Heredity makes a race horse a race horse and makes a work horse a work horse, but heredity does not make them neurotic or brutal. The pine tree grows straight by its own hereditary nature. If it is bent and twisted as a tree, it was bent and twisted as a twig. If you keep a seedling bent, it will grow up inclined no matter what its heredity.

Of course someone always mentions a child from a terri
ground who developed well and a child from a fine home who
badly. The answer is that these exceptions are apparent.
is not the kind of housing or neighborhood or income or edu
The point lies in the feelings between the tiny child and f
especially the parents and to know these feelings is not ea
nicest people are sometimes terrible parents and some very
characters have the gentlest touch with small children. Th
exceptions turn out, on careful investigation, to be cases
accurate information on the one essential point.

VI. Positives:

Now a brief statement in general terms of what we shou
constantly in mind for the welfare of each child, for the s
future and of the future of society. These can be reduced
main points.

1. "0-6." There is no sharp dividing line but, in ge
younger the baby the more sensitive and vulnerable it is.
well from conception until about 6, the foundations for hea
to maturity have been laid, and it is well on the way to su
spouse, parent and citizen.

2. Keep good relationships with the child, good feeli
his feelings toward his intimates during these early years
him, i.e. they set the pattern of feelings toward others fo
Without basically good feelings, the child lacks security,
with hostility and cannot mature properly.

3. Provide, so far as possible, a good model and exam
child. The child identifies with its parents, wants to do
rather than as they say, models itself upon them, takes san
its behavior from the parent's behavior.

Moreover, the child will not likely grow with respect
as an adult if it does not respect and admire its parents a
being respected and admired by them. Respect and admiratio
imposed - they must be won. This isn't easy.

4. The child needs "love." What is love? In essence
it is an interest in another being for that being's own sak
for some selfish, ulterior motive. This is, I think, the q
of love of all kinds.

In relations to children, we can distinguish four impo
components. It must provide a child: a. Security
b. Affection
c. Respect for the
and individuality of the child as opposed to all forms of i
of parental will upon it.
d. Understanding -
plicated, over-sophisticated understanding, but the primiti
animal understanding of mother for child - the understandin
the natural instinct of parents for the welfare and protect
their young, but which is so often distorted and corrupted

beings. This understanding means the natural, instinctive comprehension by parents of the inner wisdom of the baby. It is seen in birds and beasts. It emerges of its own nature if what interferes with it is avoided. The fundamentals of this understanding our group at the University is engaged in formulating. It also involves a realistic comprehension of the main needs of the child and the main principles of its development. For example, its growth from dependency towards increasing independency; its needs for love and growth toward the capacity to give love as well as toward the capacity for responsibility and constructiveness; its feelings of inferiority and inadequacy as a small child in the power of others; the resulting intensification of its competitiveness with others and its needs for prestige; its taking over internally of the influences of its training and its identification with its parents and others responsible for it; the nature of sexual feelings and affectionate feelings in early childhood, the reactions of hostility and withdrawal; the anxieties of childhood, the development of the sense of reality; and the organization of its needs and reactions into patterns of personality. These are analyzed and discussed in "Emotional Maturity" and our group is engaged in further work directed toward the basic understanding of the child and its development.

To summarize: Quoting a top experimental psychologist, Eckhardt Hess, "Students of behavior generally agree that the early experiences of animals (including man) have a profound effect on their adult behavior;" and generally the earlier and of course the stronger the influences, the more profound the effects. Faulty influences disorder the feelings for others; this warps the emotional development, threatens the security, causes inferiority and frustration. The reaction is rage and hate - instead of security and love.

Thus we know, clinically and scientifically, why we strive for happiness but get suffering, why we strive to love, but hate; why we strive for peace but get war. We know what makes hostility in all its forms, from private tensions to group and world tensions. Hostility is a symptom of emotional disorder, of impaired emotional development, of some failure in maturing emotionally. We know that the emotionally mature adult is a person of good will, a good spouse, parent, and citizen. This, and not atomic power, is the great scientific discovery of our century. We do not see much of true, healthy human nature any more than we see true, healthy, normal skin in an area where nearly everyone has had small-pox and is pock-marked.

It is time to make use of our knowledge for social engineering, for seeing to it that babies of the world have the conditions in which they can mature adequately. This is the fundamental for progress toward a world which is not so sick emotionally and therefore not so cruel and so dangerous.

To see to it that the children of the world are so reared that they are healthy emotionally as well as physically is a tall order. But it is also a tall order to fly to Mars and further; yet we not only contemplate this, we plan it. We spend billions on space gadgets. Yet they are the toys of a child compared with the mature, responsible task of proper childrearing to make a decent life here at home on Earth.

Man's intellect has achieved the most astounding accomplishments. But fascinated by his intellect and its accomplishments, man tends in his educational and technical activities to make a cult of the intellect, to lose sight of the fact that it can lead him away from his true humanity, that it can be used as a defense against seeing and realizing his true nature and what impairs it. Life is not to serve the intellect. The intellect is to serve life. So are morality and ethics. We see a world in which the intellectual achievements awe and hypnotise us, but in which true intelligence in the handling of human development and human relations, both personal and group, seems to be so rare as to be almost absent. So very much of what looks like intelligence is mostly rationalization - finding reasons to justify wishes. Man's intellect is so great, but it seems helpless to prevent atomic war and the destruction of us all, to say nothing of simply making a reasonably satisfactory society. The intellect and its greatest expression, Science, can and should be devoted to helping human life, to understanding it, to helping the proper development to emotional maturity of human individuals. It is the great contribution of Freud and of modern dynamic psychiatry, supplemented now by related sciences, to demonstrate that science can in fact be used systematically to facilitate man's development into his truly human nature, and to show that evil is in the truest sense a symptom of emotional disorder and that mature healthy human nature is responsible, constructive loving.

To this use of science is directed the major effort of our Section of Preventive Psychiatry at the University of Pennsylvania.

Leon J. Saul

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